

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

March 27, 2014

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Mr. Christian N. Braunlich, President
Mrs. Winsome E. Sears, Vice President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal
Dr. Billy K. Cannaday, Jr.

Mr. James H. Dillard
Mrs. Darla Edwards
Mr. Andrew Ko
Mrs. Joan E. Wodiska

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Mr. Braunlich called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Braunlich asked for a moment of silence, and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Dr. Baysal made a motion to approve the minutes of the February 27, 2014, meeting of the Board. The motion was seconded by Mrs. Edwards and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

NEW BOARD OF EDUCATION MEMBERS

Mr. Braunlich welcomed new Board members James Dillard and Andrew Ko. Mr. Dillard and Mr. Ko were appointed by Governor McAuliffe and will serve a four-year term beginning January 30, 2014 through January 29, 2018.

COMMITTEE APPOINTMENTS

Mr. Braunlich made the following committee appointments:

Charter School Committee

Board Members:

Mrs. Edwards, chair

Mrs. Sears
Mr. Ko

Community Member:
Dean Kern, Deputy Director, Office of Education, NASA Goddard Space Flight Center

College Partnership Laboratory Schools Committee

Dr. Baysal, chair
Mrs. Atkinson
Mrs. Wodiska
Mr. Dillard

Committee on School and Division Accountability (Committee of the whole)
Mrs. Atkinson, chair

Standards of Quality (Committee of the whole)
Dr. Cannaday, chair

Advisory Board on Teacher Education and Licensure (ABTEL)
Board of Education Liaison: Mrs. Sears

PUBLIC COMMENT

The following persons spoke during public comment:

- James Batterson, spoke on integrating engineering into Virginia Science Standards of Learning
- Doug Bitterman, spoke on engineering endorsement
- Kristian Havard, spoke on requests for pre-Labor Day waivers

CONSENT AGENDA

Mrs. Atkinson made a motion to approve the consent agenda. The motion was seconded by Dr. Baysal and carried unanimously.

Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis II Health and Physical Education: Content Knowledge Test (5857)

With the Board's approval of the consent agenda, the Board approved (1) a pass core of 160 (74 raw-score points) for the Praxis II Health and Physical Education: Content Knowledge (5857) test, (2) implemented the Praxis II Health and Physical Education: Content Knowledge (5857) test on July 1, 2015, and (3) allowed the acceptance of passing scores for initial licensure for individuals who took the currently-approved licensure assessment Praxis II Health and Physical Education: Content Knowledge (5856) prior to July 1, 2015.

ACTION/DISCUSSION ITEMS

Final Review of Virginia's Application for a One-Year Extension of Waivers from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)

Ms. Veronica Tate, director for program administration and accountability, presented this item. Her presentation included the following:

- States must submit ESEA flexibility extension requests by February 28, 2014, or within 60 days of receipt of the ESEA flexibility Part B monitoring report. On September 30, 2014, USED conducted Part B monitoring of the state's implementation of ESEA flexibility provisions. Virginia's Part B monitoring report, received on March 13, 2014, and included in Attachment D, requires Virginia to address three areas: 1) provide clarification regarding the process and timeline the state uses to ensure priority schools newly identified for the 2013-2014 school year have either hired a principal within the last two years as part of the school reform effort or demonstrate that the current principal is appropriate to lead a turnaround effort; 2) submit evidence of a plan and timeline to ensure future report cards include all data elements specified in the USED February 8, 2013, report card guidance; and 3) provide evidence that the state collects certain teacher and principal evaluation data from school divisions or develop an alternative plan and a timeline for monitoring and evaluating implementation of school division evaluation systems. Of these three areas, the state will address the first two in a separate monitoring response. The third item related to teacher and principal evaluation must be addressed in the state's redline version of the ESEA flexibility application.
- Virginia will request the one-year extension for ESEA flexibility. As part of the request, the state will include a summary of proposed amendments to its ESEA flexibility plan (Attachment B) and a complete redline version of its ESEA flexibility application (Attachment C) with updates to Principle 1 and proposed amendments to Principles 2 and 3.

Principle 1 – College- and Career-Ready Standards and High-Quality Assessments (Update)

Implementation of College- and Career-Ready Standards

- Virginia has fully implemented its college- and career-ready Standards of Learning and assessments in reading and mathematics as described in its original waiver request. Unlike states that have adopted the Common Core State Standards (CCSS) to replace their prior standards, Virginia's college- and career-ready Standards of Learning are an extension of earlier Standards of Learning that have been enhanced to ensure students are prepared for successful entry into postsecondary education and the workplace.
- As anticipated, the implementation of new rigorous assessments reflecting the revised standards resulted in declines in pass rates on assessment administered for mathematics in 2011-2012 and reading in 2012-2013. In response, the Virginia Department of Education has provided extensive professional development, instructional resources, and technical assistance to schools and school divisions. Highlights of those efforts include:
 - ✓ Creating an information Web site, TeacherDirect, which provides updates on professional development opportunities to teachers and other classroom personnel. Over 23,000 educators are currently subscribed to a weekly e-mail containing these updates.
 - ✓ Providing increased assistance to educators of English language learners (ELLs), including developing policy recommendations, providing extensive professional development trainings and resources on instructional strategies that align with the 2012 amplified English language development standards, and enhancing the Department's Web site for ELL-related policy and support.
 - ✓ Providing increased assistance to educators of students with disabilities, including partnering with Virginia Commonwealth University to establish a statewide center for development, dissemination, and evaluation of effective practices for students with disabilities, and developing the Virginia Tiered

System of Supports as a systemic framework for providing resources and support for academic and behavioral success.

- ✓ Ensuring, through the federal program application and monitoring process, alignment of Title II, Part A, funds with the results of local needs assessments conducted in collaboration with the divisions' teachers and principals. The process also ensures funds are used for evidence-based professional development efforts that deepen educators' subject-matter knowledge of instructional practices for all students and subgroups.
- In addition to the Department's enhanced efforts to assist schools and school divisions in implementing revised standards, the General Assembly has funded a number of initiatives to recruit and maintain effective teachers in Virginia's classrooms by contributing to their initial teacher preparation or ongoing professional development. Examples include incentive awards, strategic compensation grants, and scholarship loan programs, and the establishment of the Virginia Center for Excellence in Teaching that will provide professional development for 100 teachers annually.

Implementation of College- and Career-Ready Assessments

- The administration of the state assessments in an online format has provided Virginia with the opportunity to develop next-generation assessments that include technology-enhanced items in addition to multiple-choice items. The technology-enhanced items provide for different ways to measure critical thinking and problem-solving skills and support the increased rigor inherent in Virginia's new content standards. New Standards of Learning mathematics tests for grades 3-8, Algebra I, Geometry, and Algebra II that include technology-enhanced items were administered for the first time in 2011-2012. New reading, writing, and science assessments that also include technology-enhanced items were implemented in 2012-2013. The Algebra II, Reading, and Writing end-of-course Standards of Learning tests include a "college path" achievement level that represents the prerequisite skills and knowledge that students need for success in introductory credit-bearing college courses.

Principle 2 – Targeted and Differentiated Accountability Systems (Amendment)

Annual Measurable Objectives

- At its October 2012 meeting, the Virginia Board of Education approved and USED accepted a revised annual measurable objective (AMO) methodology applied to a six-year trajectory. The methodology requires lower-performing subgroups to make greater gains in pass rates to close the achievement gap in reading and mathematics. The Board also established new continuous progress expectations for higher-performing subgroups. The policy requires that subgroups with a prior year pass rate higher than the current year's target maintain or exceed the prior year pass rate, within five percent, and up to 90 percent. Also, subgroups with a starting pass rate higher than the required Year 6 pass rate are expected to make continuous progress. Schools with subgroups that do not meet the higher expectations currently receive an accountability status of *Did Not Meet All Federal AMOs – MHE (did not Meet Higher Expectations)*.
- The higher expectations were established in an effort to ensure higher-performing subgroups continue to advance their achievement. However, impact data analyzed in fall of 2013 indicate that a disproportionate percentage of schools are adversely affected by one or more subgroups not meeting the higher expectations. As well, the minimum group size reduction from 50 to 30 students in the 2012-2013 assessment year further magnified the impact of the higher expectations because more schools were accountable for the now smaller subgroups that had previously not been reported for federal accountability. Fluctuations in the number of students in a subgroup from year to year also create inconsistencies when comparing a high pass rate in the prior year to the current year's achievement of a different cohort of students. Hence, the Board's policy, which has been coined the "no backsliding" policy, created unintended consequences during 2012-2013 where high-performing subgroups did not meet the AMOs, thus the school did not meet the required federal accountability benchmarks.

Amendment: AMO Determinations

To mitigate the unintended consequences of the higher expectations embedded among the provisions to meet AMOs, the Department of Education proposes that these higher expectations be used as an incentive for schools and subgroups. (See Attachment C, pages 61-65) Beginning with the 2014-2015 accountability year (2013-2014 assessment year), a subgroup would be considered as meeting the federal AMOs for reading and mathematics if:

1. The subgroup's current year pass rate meets or exceeds the target;
2. The subgroup's three year average meets or exceeds the target; or
3. The subgroup reduces the failure rate by 10 percent as compared to the prior year (safe harbor).

The Department proposes that schools with all subgroups meeting the AMOs by the aforementioned provisions, and have one or more subgroups meeting the higher expectations approved by the Board in October 2012, would receive a status of *Met All Federal AMOs and Higher Expectations*. They *Did Not Meet All Federal AMOs – MHE (did not Meet Higher Expectations)* status would be discontinued.

Reward Schools Criteria

- Criteria for the identification of Blue Ribbon and Title I Distinguished Schools and School Divisions have been modified to more closely align with reading and mathematics AMO expectations and federal graduation indicator (FGI) requirements. (See Attachment C, pages 70-71) As well, the revised criteria for Blue Ribbon Achievement Gap Schools and Title I Highly Distinguished Schools and School Divisions include more rigorous requirements for reading and mathematics performance and the FGI for all students and *each* subgroup.

Principle 3 – Teacher and Principal Evaluation Systems (Update and Amendment)

Guidelines for Local Teacher and Principal Evaluation and Support Systems

- Virginia has fully implemented model teacher and principal evaluation systems approved by the Virginia Board of Education. Extensive technical assistance and professional development have been provided to central office leaders, principals, and teachers in the implementation of the Board's approved teacher and principal model evaluation systems. For example, technical assistance trainings were provided throughout the state, various evaluation resources were posted to the Department's Web site, and the Support Dialogue and Performance Improvement Plan were developed as tools for use by an evaluator in addressing professional performance.

Guidelines for Superintendent Evaluation and Support

- Although not a requirement for ESEA flexibility, the Department convened a work group in Spring 2012 to conduct a comprehensive study of superintendent evaluation. At its September 27, 2012, meeting, the Board of Education approved the revised document, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*, which reflected recommendations from the workgroup. The guidelines become effective on July 1, 2014; however, school boards and divisions may implement them prior to that date.

General Assembly Legislation

- The 2013 General Assembly passed legislation to revise teacher, principal, and superintendent evaluation. Among the revisions are the following:
 - ✓ Required annual evaluations, either formal or informal, for teachers and administrators.
 - ✓ Professional development for school board members, including, but not limited to, personnel evaluation.

- ✓ A change in the deadline for a school board to notify principals, assistant principals, or supervisors under continuing contract status of their reassignment to teaching positions from April 15 to June 15.
- ✓ Flexibility for school boards to increase the term of probationary service required before a teacher becomes eligible for continuing contract from three years up to five years.

Required Reporting on Teacher and Principal Evaluation

- In 2012, Virginia modified its Teacher and Principal Evaluation Collection Survey (TPEC-Survey) system to align with provisions of the state's approved ESEA flexibility application. The modified collection includes certain certifications regarding local evaluation implementation, such as student academic progress accounting for a total of 40 percent of the summative evaluation for teachers, for which all divisions have reported compliance. As required by the School Improvement Grant (SIG) program under Section 1003(g) of ESEA, the Department collected and reviewed extensive evaluation data from schools receiving these funds, including rating levels and definitions, as well as the number of teachers rated at each level for each of the domains (performance standards) or summative levels.

Amendment: Increased Monitoring and Support

As a part of the Department's continued support of raising student achievement in low-performing schools, and in an effort to ensure that students most in need of highly effective instruction receive the benefits of having a highly effective teacher, all priority schools will be required to collect and report the same evaluation data as SIG schools beginning with the 2014-2015 school year.

As well, beginning with the 2014-2015 school year, the ESEA Title II, Part A, federal program monitoring protocol will be modified to include questions designed to ensure full implementation of a teacher and principal evaluation system that includes the Board's approved performance standards and evaluation criteria. Additional questions ensuring the data from local evaluation systems is used to inform professional development and educator support systems will be included.

Dr. Baysal made a motion to approve Virginia's proposed ESEA flexibility extension application and authorize the Superintendent of Public Instruction, in consultation with the President of the Board, to make technical amendments and negotiate substantive revisions to the application if required by USED. The motion was seconded by Dr. Cannaday and carried unanimously.

Final Review of Findings from the Division-Level Review and Memorandum of Understanding for Franklin City Public Schools

Dr. Kathleen Smith, director for school improvement, presented this item. Mrs. Edna King, chair of Franklin City school board, Mr. Will Councill, school board member, and Dr. Michelle Belle, superintendent, represented Franklin City Public Schools. Dr. Smith's presentation included the following:

- All three schools in Franklin City Public Schools have been Accredited with Warning for two consecutive years, and have federal sanctions due to not meeting the federal annual measurable objectives (AMOs). The school academic review process conducted in the 2012-2103 school year revealed evidence that the failure of the schools within the division to achieve full accreditation status is related to division-level failure to implement the SOQ, consistent with Section 22.1.-253.13:3 of the SOQ.
- On October 24, 2013, the VBOE placed Franklin City Public Schools in division-level academic review status and authorized the Department of Education to begin the review process.

Overview of Division-Level Review Process and Findings

The division-level review process was conducted December 1-5, 2013. Three separate reviews were conducted.

First, a full academic review of the division's curricula in the four core areas was completed by the VDOE. Overall, there are two major areas of concern regarding curriculum alignment:

Curricula Alignment 1:

Professional development is needed in the alignment of the written, taught, and assessed curricula.

Curricula Alignment 2:

There was little evidence that principals and/or teachers are provided regular feedback after classroom observations by the central office administration.

Second, the Licensure and Human Resources Audit was focused as a follow-up to the review conducted nine months prior (March 2013) by Dr. James Lanham. Dr. Lanham's review shared 13 significant findings directly related to personnel, 27 additional findings not directly related to personnel, eight (8) commendations, and 26 recommendations.

The purpose of this review (December 2013) was to follow-up on the actions taken by the school division to address Dr. Lanham's significant findings and recommendations.

Of the 13 significant findings identified in Dr. Lanham's review, seven (7) are identified as "resolved" while the remaining six (6) remain "unresolved." Additionally, six (6) "additional/new" findings were identified during this review.

Overall, there are two major human resources findings regarding licensed instructional staff:

Human Resources 1:

There continue to be administrators (directors, supervisors, and specialists) who work with instructional programs at the division level and/or serve as a resource to teachers who are not endorsed in the area of responsibility.

Human Resources 2:

There continue to be teachers teaching outside of their endorsement area.

Lastly, AdvancED was contracted by the Virginia Department of Education (VDOE) to conduct a special review of the school division's purpose, direction, governance and leadership.

AdvancED is an international organization that provides accreditation, research, and professional services to schools and divisions in Virginia and more than 70 countries. A special review team was appointed by AdvancED to make an on-site review to gather information and evidence needed to determine if the actions and behaviors within the school system, its board members and leadership were in compliance with the AdvancED Standards for Quality School Systems including, but not limited to, Standard 1: Purpose and Direction and Standard 2: Governance and Leadership. These standards are consistent with requirements of the Standards of Quality.

Specifically, the AdvancED component of the division-level review found that Franklin City Public Schools appeared to be in violation of the following AdvancED standards/indicators:

Purpose and Direction Standard 1:

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. (Indicators 1.1, 1.2, 1.3, and 1.4)

Governance and Leadership Standard 2:

The system operates under governance and leadership that promote and support student performance and system effectiveness. (Indicators 2.1, 2.2, 2.4, 2.5, and 2.6)

Memorandum of Understanding

The proposed Memorandum of Understanding (MOU) between the Franklin City School Board and the Virginia Board of Education is included as Attachment D. The MOU, subject to annual review and revisions by the Board of Education, will be in place until all Franklin City Public Schools are Fully Accredited. For purposes of this MOU, the Franklin City School Board and the central office staff will adopt four key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.

1. Curricula Alignment
2. Human Resource Management and Quality of Leadership, Teachers and Support
3. Purpose and Direction
4. Leadership and Governance

The following are responsibilities of the Franklin City School Board and Franklin City Public Schools:

1. The Franklin City School Board will provide the Superintendent of Public Instruction the names and credentials of its top three finalists to fill a vacancy of Division Superintendent or Interim Superintendent at least three business days prior to making an offer to the preferred candidate. The credentials of applicants must include experience in leading successful school and division turnaround efforts.
2. The Franklin City School Board will direct the Division Superintendent to consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to being submitted to the local board for approval. Recommendations regarding instructional programs must be submitted to the Superintendent of Public Instruction by the Division Superintendent no less than 10 business days prior to the local board meeting. Recommendations regarding instructional personnel must be submitted to the Superintendent of Public Instruction no less than 5 business days prior to the local board meeting. If the Franklin City School Board takes action on instructional programs or instructional personnel contrary to the recommendations of the Superintendent of Public Instruction or designee, the board will provide a written justification to the Superintendent of Public Instruction.
3. The Franklin City School Board will approve a corrective action plan for the essential actions identified in the MOU and submit this plan to the Virginia Board of Education for review and approval at a time to be determined by the Board of Education President and Superintendent of Public Instruction. The Franklin City School Board will show evidence that the plan was shared with stakeholders for feedback and this feedback was acted upon in the corrective action plan submitted to the Virginia Board of Education for approval.
4. The Franklin City School Board will direct the Division Superintendent to provide the local board weekly updates on the steps taken to complete the essential actions in the corrective action plan and submit a monthly update to the Virginia Department of Education.
5. The Franklin City School Board will direct the Division Superintendent, upon request, to provide the Virginia Department of Education documentation on planned uses and actual expenditures of state funds allocated to the division. The Department will review and approve planned uses and actual expenditures of federal funds.
6. The Franklin City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU

and corrective action plan.

7. The Franklin City School Board members and the Division Superintendent will participate annually in board and superintendent training, as required in the Standards of Quality § 22.1- 253.13:5.D, and provided by or in collaboration with the Department of Education. Training will be documented and sent to the Superintendent of Public Instruction.
8. The Franklin City School Board will permit the Superintendent of Public Instruction's designee to meet with the local board in an ex-officio, non-voting, member capacity should the division fail to have all of its schools Fully Accredited by the beginning of the 2015-2016 school year.

The following are responsibilities of the Virginia Board of Education and Department of Education:

1. The Superintendent of Public Instruction will assign a designee to serve as the Chief Academic Officer (CAO) to Franklin City Public Schools.
2. The Director of the Office of School Improvement (OSI) will coordinate with the CAO, lead turnaround partners assigned to the division, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan.
3. The CAO will provide administrative oversight over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds and will share feedback with both the Division Superintendent and the Franklin City School Board. Such oversight shall include the assignment of a consultant with human resources experience to work with the Division Superintendent and the CAO in ensuring that instructional personnel are appropriately credentialed.
4. The CAO, in consultation with the VDOE, will approve all federal funding regarding school improvement funds or Title I prior to being submitted for reimbursement at least monthly.
5. The CAO will work closely with the school and division personnel to implement instruction aligned to the Standards of Learning. The CAO will report monthly to the Superintendent of Public Instruction and the Office of School Improvement on the steps taken by Franklin City Public Schools to implement the essential actions in the corrective action plan.

Essential Actions

As a result of the division-level review, certain essential actions are required in the division's corrective action plan to be submitted for approval by the Virginia Board of Education. The comprehensive nature of these actions will require the local board to focus its work on a few immediate priorities while making plans to implement actions that are more systemic over a longer period of time with input from the community.

Immediate Priority Actions:

The corrective action plan will include timelines that place immediate priority on essential actions that will have a direct impact on student achievement:

1. Curricula alignment
2. Quality of leadership, teachers and support

Systemic Planning Actions:

At the same time, the Franklin City School Board and the Division Superintendent must begin working on systemic governance and strategic planning issues cited in the review:

1. Purpose and direction

2. Governance and leadership

An indication of whether each essential action should be considered an immediate priority or systemic actions over a longer period of time is indicated below:

Immediate Priority or Systemic Planning	Number	Essential Action
	1.0	Curricula Alignment
Immediate Priority	1.1	Provide staff development to all teachers on unpacking standards and aligning the written/taught/tested curriculum.
Immediate Priority	1.2	Provide and document feedback from division administrators to principals regarding observed curriculum alignment and implementation of professional development during monthly division administrative classroom walk through observations.
Immediate Priority	1.3	Provide new/refresher training each year to school-level administrators on using the Formal Observation and Summative Teacher Evaluation tools to document evidence of curriculum alignment and the five components of the taught curriculum listed in the Academic Review Evaluation Tools.
Immediate Priority	1.4	Monitor formal observation reports completed by school-based administrators for the incorporation of detailed and specific feedback regarding the quality and alignment of the instruction observed. Revise observation forms/templates if necessary.
Immediate Priority	1.5	Develop a plan for revising division-level curriculum documents to address issues revealed through the Academic Review Process (alignment to content and cognitive level, alignment to VDOE blueprint, incorporation of specific learning activities and model assessments).
Immediate Priority	1.6	Revise Formal Observation Form to reflect criteria in the Lesson Observation Evaluation Tool.
Immediate Priority	1.7	Use results of the academic reviews in all schools to update required actions related to curricula alignment until all schools are <i>Fully Accredited</i> .
	2.0	<i>Human Resource Management and Quality of Leadership, Teachers and Support</i>
Immediate Priority	2.1	Practice and/or procedures (or Board-approved policy) should be revised to ensure teacher contracts are not executed and employees do not begin work until Human Resources can certify licensure eligibility ensuring a valid license with the proper endorsements will be in full force for the ensuing or current school year. Additionally, all other required documents should be in place.
Immediate Priority	2.2	Ensure that all administrators (directors, supervisors, and specialists) who work with instructional programs at the division level and/or serve as a resource to teachers are endorsed in the area of responsibility.
Immediate Priority	2.3	Substitute teachers (long-term or short-term) should operate under the permanent teacher's name and records in order to minimize confusion and errors. The status of only permanent teachers under contract should be considered as "Teachers of Record" on the Instructional Personnel and Licensure (IPAL) Verification Report.
Systemic Planning	2.4	Consider the impact of supplemental duties on staff.
Immediate Priority	2.5	Ensure that teachers are not teaching outside of their endorsement area.
Systemic Planning	2.6	Consider aligning the speech pathologist and school psychologist to higher pay scales competitive with surrounding localities.
Immediate Priority	2.7	School board policy states that sign-on bonuses are awarded to teachers meeting certain criteria ("...to full-time teachers new to the Division who meet the definition of "highly qualified" as defined by the federal "No Child Left Behind" legislation."). Review policy to ensure the potential for securing the best qualified candidates in hard-to-staff positions and consider whether this is the most effective use of Title II funding. Human Resources will verify whether the awarding of sign-on bonuses remains within the guidelines of school board policy.
Systemic Planning	2.8	All courses and sections taught should be considered as "equal value" or "importance" for IPAL reporting purposes. Schedules should not be designed to place lesser qualified teachers with courses during first semester with the idea that the IPAL Verification Report is submitted during second semester.
Systemic	2.9	Consider providing co-teaching settings for courses when properly endorsed personnel are limited.

Immediate Priority or Systemic Planning	Number	Essential Action
Planning		This would possibly allow larger class enrollments with two accessible teachers and/or the possibility of certain online courses which would potentially free up staff, even temporarily.
Systemic Planning	2.10	Consider contracting with local community colleges, securing online programs and/or partnering with neighboring school divisions to provide instruction for courses when the division is unable to secure properly endorsed personnel.
	3.0	Purpose and Direction
Systemic Planning	3.1	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement for the school system. The process must include participation by multiple stakeholder groups. The purpose/direction for the system must be reviewed and communicated on a regular basis, <i>pursuant to Code of Virginia, Section 22.1-253.13:6 (B) and Code of Virginia, Section 22.1-253.13: 6 (C)</i>.</p> <ol style="list-style-type: none"> Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of the systemwide purpose and direction. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule. Devise a method of clear documentation of the process and a record of review and communication of the system's purpose and direction.
Systemic Planning	3.2	<p>Develop and implement a comprehensive, systematic process for establishing, reviewing and revising a clear purpose/direction for student achievement for each school in the system. The process must include participation by multiple stakeholder groups. The purpose/direction for each entity must be reviewed and communicated on a regular basis, and the school's purpose/direction must be aligned to the system's purpose/direction for student achievement, <i>pursuant to Code of Virginia, Section 22.1-253.13:6 (B) and Code of Virginia, Section 22.1- 253.13: 6 (C)</i>.</p> <ol style="list-style-type: none"> Structure committees that have representation from various stakeholder groups to lead in the development/revision/update of each school's purpose/direction. Establish guidelines for committee work to ensure that the process is formalized and implemented with fidelity on a regular schedule. Devise a method of clear documentation of the process and a record of review and communication of each school's purpose and direction.
Immediate Priority	3.3	<p>Establish and commit to clear levels of accountability for school system and school leadership that result in challenging, equitable learning experiences for all students.</p> <ol style="list-style-type: none"> Review and revise, as necessary, job descriptions and actual job duties being performed by each central office position. Evaluate the job performance of each central office person on a regular basis to ensure there is accountability for and measurable evidence of supporting equitable and challenging educational programs for all students at each of the three schools. Evaluate the job performance of each school leader on a regular basis to ensure there is accountability for and measurable evidence of equitable and challenging learning experiences being implemented for all students. Analyze and use student achievement results, survey responses and all other available data as a means of holding system and school leadership accountable for effective professional practices that result in improved student achievement for all students. Document this accountability process publicly and on a consistent and regular basis.
Immediate Priority	3.4	<p>Evaluate the overall quality of all instructional interventions that have been implemented to improve student, school and system performance.</p> <ol style="list-style-type: none"> Identify the various interventions and strategies being implemented. Develop and implement evaluation procedures for the interventions and strategies deployed to achieve improvement goals. Examine all supervisory and evaluation reports and use the results as one source to hold personnel accountable for improvements in student, school and system performance.
	4.0	Leadership and Governance
Systemic	4.1	Develop and implement a plan whereby the system's updated policies and practices require and give

Immediate Priority or Systemic Planning	Number	Essential Action
Planning		<p>direction for a systemwide professional growth plan for all staff.</p> <ol style="list-style-type: none"> Review and update all Board policies and practices to ensure clear direction and support to increase student achievement. Ensure that an annual comprehensive needs assessment, inclusive of professional growth needs for all staff, is conducted. Provide requirements and direction, through policies and practices, for the development and implementation of a systemwide professional development plan for all staff. Monitor, in both formative and summative ways, the implementation and impact of the systemwide professional development plan.
Immediate Priority	4.2	<p>Ensure that all activities of school board meetings comply with applicable state and federal law to include Freedom of Information Act (FOIA), Family Educational Rights and Privacy Act (FERPA) citations, <i>Code of Virginia</i> and the Franklin City Public Schools Board Policy Manual.</p> <ol style="list-style-type: none"> Implement training opportunities for all board members to be trained in their roles and responsibilities and in state law, federal mandates, board policies, etc., regarding proper protocol for executive/closed sessions at board meetings. Restrict discussions and presentations in closed meetings to those items specifically allowed by law. Create open meeting reports of class, subject-area, grade-level and/or school-level performance data, pupil attendance, discipline and truancy data to be shared publicly on a routine basis. Establish and implement a formalized plan to ensure that all information regarding academic progress, Standards of Learning (SOL) assessments, benchmarks and the Lead Turnaround Partner program is routinely shared with internal and external stakeholders in a timely and open manner.
Systemic Planning	4.3	<p>Involve all stakeholder groups in the development of a revised, comprehensive plan for the school system and ensure the communication of the revised plan, vision and purpose to all stakeholders.</p> <ol style="list-style-type: none"> Utilize the committee as referenced in Essential Action 3.1, including 3.1 a.-c. and follow the same process to develop a Comprehensive Improvement Plan for Franklin City Schools. Schedule periodic review(s) of the Comprehensive Improvement Plan and involve stakeholder groups in the review process. Document evidence of the process and the extent of stakeholder involvement. Ensure that the Comprehensive Improvement Plan reflects the current reality of the system. Communicate in multiple ways in a timely manner the revised Comprehensive Improvement Plan and documented progress. Satisfy all public requests for information in a timely manner.
Systemic Planning	4.4	<p>Develop and implement a formal communication plan that is measurable and sustainable in order to ensure that school system information is shared with all stakeholders in a timely manner. Ensure that the communication plan is based on an expectation of shared responsibility for effective communication at all levels of the organization.</p> <ol style="list-style-type: none"> Designate a staff member to take the leadership role in sharing information internally and externally regarding all aspects of the system in a timely manner and to lead the development of the communication plan. Organize a committee with various stakeholder representatives to develop the communication plan. Engage community and parent volunteers in meaningful roles that support student achievement. Provide training for all levels of the organization in effective communication strategies.
Immediate Priority	4.5	<p>Implement supervision and evaluation processes consistently and regularly for all staff to improve professional practices and ensure student success.</p> <ol style="list-style-type: none"> Review/update job descriptions of central office supervisory and support personnel and evaluate actual duties being performed. Realign/restructure positions to more effectively deploy critical resources to serve student

Immediate Priority or Systemic Planning	Number	Essential Action
		<p>needs.</p> <p>c. Review supervisory and evaluation processes for all employees and ensure procedures and timelines are being followed appropriately.</p> <p>d. Ensure that the results of the supervision and evaluation processes are analyzed and used to monitor effective teaching practices and improve student learning.</p>

The Board's discussion included:

- Mr. Braunlich noted the importance of the MOU in providing clarity to Franklin City Public Schools and the Board of Education about each other's responsibilities. He asked about the timeline for the Franklin City school board approving the MOU and corrective action plan. Mrs. King noted the Franklin City school board is moving forward to address the essential actions, and approved the corrective action plan at its last meeting. Approval of the MOU will be on the next agenda for the Franklin City school board.
- Mrs. Sears asked if revisions are needed to the corrective action plan. Dr. Smith noted that some changes have been made and are being reviewed by the state facilitator before being sent to the Department.
- Mrs. Wodiska asked what specific steps the school board has taken since the February Board meeting to engage the public. Mrs. King noted the corrective action plan is posted on the Web site and a public hearing was advertised and held to discuss the plan. No one attended the public hearing. Mrs. Wodiska asked for ongoing updates, for the Franklin City school board to actively seek out community members, and for Franklin City school board members to attend the next Board of Education meeting.
- Dr. Cannaday asked for an update of their search for a superintendent. Mrs. King said they have received eight applications and will schedule interviews after the April 4th closing date.
- Mr. Dillard asked who they consider to be stakeholders. Mr. Council said he considers the community to be stakeholders. Mr. Dillard said the community consists of parents, teachers, community leaders, and businesses and asked how they will be involved in the revised corrective action plan. Mrs. King noted the great community support in Franklin City, and that a wide range of people will come together in revising the corrective action plan.
- Mrs. Edwards noted that when the public does not attend public hearings then the school board members need to get out into the community to engage parents and businesses in more effective ways.
- Mrs. Atkinson noted her concerns about the posting of the corrective action plan on the school board's Web site because not all community members have access to the Internet. She asked if the public hearing notice was sent home in students' backpacks. Mrs. Atkinson said she would like for the Board of Education to require the Franklin City school board to hold another public hearing to get feedback on the corrective action plan.
- Mrs. Sears noted an absolute transformation is needed to address some of the issues in

Franklin City, and the status quo should not be accepted.

- Mr. Ko noted his concern that eighty percent of the corrective action plan is assigned to two individuals. Mrs. King said that will change with the revised corrective action plan.
- Mrs. Wodiska asked if it would be helpful for the Board of Education to visit Franklin City. Mr. Council said they would love to have the Board visit Franklin City.
- Dr. Cannaday noted his concern that there is no mention of curriculum alignment in the corrective action plan. Dr. Cannaday requested Franklin City to talk about immediate actions taken and evidence of those actions at the next Board meeting.

Dr. Cannaday made a motion to approve the Memorandum of Understanding for Franklin City Public Schools. The motion was seconded by Dr. Baysal and carried unanimously.

First Review of Requests for Renewal of Alternative Accreditation Plans from Albemarle County Public Schools, Chesterfield County Public Schools, Danville City Public Schools and Fairfax County Public Schools

Dr. Kathleen Smith presented this item. Her presentation included the following:

- Section 8 VAC 20-131.280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

C. Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

- The following school divisions are seeking renewal of the alternative accreditation plans for the following special purpose schools:

Division	School	2011-2012 Accreditation Status	2012-2013 Accreditation Status	2013-2014 Accreditation Status
Albemarle County Public Schools	Albemarle Community Public Charter School Grades 6-8	Fully Accredited*	Fully Accredited*	Fully Accredited*
Chesterfield County Public Schools	Chesterfield Community High School Grades 9-12	Provisionally Accredited- Graduation Rate*	Fully Accredited*	Accredited with Warning: English, Mathematics, History, Science, Graduation
Danville City Public Schools	J. M. Langston Focus School Grades changed from 6-12 to 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*

Division	School	2011-2012 Accreditation Status	2012-2013 Accreditation Status	2013-2014 Accreditation Status
Fairfax County Public Schools	Kilmer Center Ages 5-21 (K-12)	Fully Accredited	Fully Accredited	Fully Accredited*
Fairfax County Public Schools	Key Center Ages 5-21 (K-12)	Fully Accredited*	Fully Accredited	Fully Accredited*
Fairfax County Public Schools	Mountain View Alternative High School Grades 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High) Grades 9-12	Provisionally Accredited-Graduation Rate*	Fully Accredited*	Provisionally Accredited - Graduation Rate*
Fairfax County Public Schools	Bryant Alternative High School Grades 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*

*Accreditation rating based on data submitted using the alternative accreditation plan.

- As part of their requests for the renewal of alternative accreditation plans for these schools, the school divisions are requesting waivers of the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) so that adjustments may be made to accreditation calculations and to the Graduation and Completion Index (GCI) for accountability purposes.

Division	School	SOA Waivers Requested
Albemarle County Public Schools	Albemarle Community Public Charter School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Chesterfield County Public Schools	Chesterfield Community High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Danville City Public Schools	J. M. Langston Focus School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate) 8 VAC 20-131-100 Instructional program in secondary schools. Foreign Language and Advanced Placement (AP) Schools
Fairfax County Public Schools	Kilmer Center	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core Areas and B.2 Graduation Rate)
Fairfax County Public Schools	Key Center	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core Areas and B.2 Graduation Rate)
Fairfax County Public Schools	Mountain View Alternative High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Fairfax County Public Schools	Bryant Alternative High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)

- The following chart indicates the changes made in the proposed alternative accreditation plan for 2014-2015 and the previous plan. .

Division	School	Changes in 2014 Request
----------	--------	-------------------------

Albemarle County Public Schools	Albemarle Community Public Charter School	<ol style="list-style-type: none"> 1. Points awarded based on each SOL Scaled Score increased. 2. Deletion of use of Istation. 3. Maximum number of bonus points at 10.
Chesterfield County Public Schools	Chesterfield Community High School	None
Danville City Public Schools	J. M. Langston Focus School	<ol style="list-style-type: none"> 1. School no longer serves grades 6-8. 2. Deletion of points specific to grades 6-8, including remediation recovery and enrollment in high school courses in grades 6-8. 3. Addition of weighted index of students enrolled for a full academic year. 4. Addition of points for daily attendance of 81% or greater. 5. Addition of points for decrease in referrals for truancy. 6. Addition of points for decrease in serious violations in the student code of conduct. 7. Additional criteria to meet graduation and completion index.
Fairfax County Public Schools	Kilmer Center	None
Fairfax County Public Schools	Key Center	<ol style="list-style-type: none"> 1. Deletion of the use of composite scores for four core academic areas. 2. Addition of points for Measure #3: students who transition to a less restrictive educational setting; progress toward reading IEP goals; secondary students participation in daily living/vocational workshops weekly; progress toward self-advocacy goals.
Fairfax County Public Schools	Mountain View Alternative High School	<ol style="list-style-type: none"> 1. Deletion of points for Certificate of Completion. 2. Addition of points for Dropout Recovery. 3. Addition of bonus points when 80% of students placed by the Hearings Office are still enrolled; 25% or more graduates participate in an adult career pathway program.
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	<ol style="list-style-type: none"> 1. School name changed to Fairfax County Adult High School from Woodson Adult High School. 2. Addition of points for Dropout Recovery.
Fairfax County Public Schools	Bryant Alternative High School	<ol style="list-style-type: none"> 1. Deletion of points for Certificate of Completion. 2. Addition of points for Dropout Recovery. 3. Addition of bonus points when 25% or more graduates participate in a school based career development program.

Certain criteria are considered for approval of alternative accreditation plans for special purpose as outlined below:

School characteristics and instructional program:
<ol style="list-style-type: none"> 1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.
<ol style="list-style-type: none"> 2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.
<ol style="list-style-type: none"> 3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.

4.	The school provides transition planning to help students be successful when they return to a regular school setting.
5.	Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.
6.	Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.
Alternative Accreditation Accountability Criteria:	
7.	Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).
8.	Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.
9.	The plan includes use of statewide assessment student achievement results of English and mathematics.
Alternative Accreditation Accountability Criteria (continued):	
10.	The plan meets the testing requirements of the SOA.
11.	The plan meets the testing requirements of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application and describes how the school plans to meet “Annual Measurable Objectives” for each of the three proficiency gap groups for reading, mathematics and the federal graduation rate.
12.	The plan provides convincing evidence that all pre- accreditation eligibility criteria are met for standards in which waivers have not been requested.
13.	Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.

Division	School	Meets All Criteria	Did not Meet Criteria
Albemarle County Public Schools	Albemarle Community Public Charter School	X	
Chesterfield County Public Schools	Chesterfield Community High School	X	
Danville City Public Schools	J. M. Langston Focus School	X *	
Fairfax County Public Schools	Kilmer Center	X	
Fairfax County Public Schools	Key Center	X	
Fairfax County Public Schools	Mountain View Alternative High School	X	
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	X	
Fairfax County Public Schools	Bryant Alternative High School	X	

*Criteria 3 (above) – No foreign language or advanced placement courses provided.

The Board’s discussion included:

- Mr. Braunlich encouraged state board members to attend graduation exercises in their

community when possible.

Mrs. Atkinson made a motion to waive first review and approve alternative accreditation plans from Albemarle County Public Schools, Chesterfield County Public Schools, Danville City Public Schools, and Fairfax County Public Schools. The motion was seconded by Mrs. Wodiska and carried unanimously.

First Review of Requests for Renewal of Alternative Accreditation Plans from Bland County Public Schools, Town of Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools, and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) or Fewer Students

Dr. Kathleen Smith presented this item. Her presentation included the following:

- Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

- The following school divisions request renewal of the alternative accreditation plans for the high schools indicated below to meet the Graduation and Completion Index (GCI) benchmark for schools with a graduation cohort of 50 or fewer students. Below are the GCI indices for these schools.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	GCI Index 2013
Bland County	Bland High	92.3
Bland County	Rocky Gap High	91.9
Town of Colonial Beach	Colonial Beach High	88.7
Craig County	Craig County High	90.7
Danville City	Galileo Magnet High	99.1
Highland County	Highland High	100
Richmond City	Franklin Military Academy	100
Richmond City	Open High	100
Richmond City	Richmond Community High	100
Scott County	Twin Springs High	95.7
York County	York River Academy	95

- Due to the small cohort size, one student can make a significant difference in the GCI. For this reason, the GCI alone is not an appropriate measure for these schools; additional criteria are needed to determine accreditation. Each school division is requesting a continuation waiver to 8VAC 20-131-280 (as provided in the background information) of the SOA so that adjustments may be made to the accreditation calculations

for accountability purposes. None of the schools requesting a waiver have used the previous waiver in the past three accreditation cycles as all of the schools met the GCI without the waiver. The following are being requested by each school division for the accreditation cycles for three years beginning in 2014:

1. The proposed alternative accreditation plan will be used only if the school fails to meet the GCI benchmark for full accreditation AND the cohort size for the graduating class is less than 50.
 2. The maximum number of GCI bonus points allowable for alternative accreditation will be based upon the size of the On-Time Graduation Rate cohort as follows:
 - Maximum of 5 points for cohorts of 15-20 students
 - Maximum of 4 points for cohorts of 21-40 students
 - Maximum of 3 points for cohorts of 41-50 students
 3. The division will submit a written appeal of the accreditation rating to the Superintendent of Public Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.
- The Superintendent of Public Instruction will make the final determination if the school division appeals the GCI due to cohort sizes of less than fifteen (15) students or in cases where special circumstances warrant explanation and consideration.
 - Each school division has determined additional criteria and measurable thresholds for achieving bonus points based upon individual school data. Each school has submitted between three and six additional criteria, each of which is worth one bonus point if the benchmark is met. These bonus points are then added to the base Graduation and Completion Index (GCI). Descriptions of the additional criteria fall into the following categories:
 - ✓ Advanced Diplomas earned by graduating cohort
 - ✓ Advanced Placement course enrollment and/or Advanced Placement examination scores
 - ✓ Completion of internships/mentorships
 - ✓ Completion of service learning programs
 - ✓ Career and Technical Education program completion, certification, and/or credential awards
 - ✓ Dual Enrollment course enrollment
 - ✓ Enrollment in higher level courses such as chemistry, calculus, and physics
 - ✓ Post-High School status – postsecondary education, joining the military, full-time employment
 - ✓ School earns Virginia Index of Performance points that qualify for an award
 - ✓ SOL pass rates and/or SOL pass advanced pass rates
 - The following chart indicates the changes made in the proposed alternative accreditation plan for 2014-2015 and the previous plan.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	Changes in the Description of the Additional Criteria from the 2014 Proposed Waiver (One point each added to the base GCI)
Bland County	Bland High	80% pass rate for all of the EOC SOL's. 75% or more graduates enroll in post-secondary education. 50% of <u>Increase in the percent of</u> graduating students receiving an industry certification, <u>state</u> licenses, or <u>successful national occupational assessment credentials.</u> Increased attendance rate for graduating cohort. 30% of the graduating cohort receiving a pass-advanced score on ECO reading or math. <u>Increase in the percent of students enrolled in one or more advanced placement or dual enrollment.</u>

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	Changes in the Description of the Additional Criteria from the 2014 Proposed Waiver (One point each added to the base GCI)
		<u>courses</u> <u>Increase in the percent of students earning an Advanced Studies Diploma.</u> <u>Increase in the percent of high school students earning advanced proficient scores in English reading, English writing, and Algebra II.</u> <u>Increase in the percent of students who graduate from high school having taken calculus, chemistry, and physics.</u>
Bland County	Rocky Gap High	80% pass rate for all of the EOC SOL's. 75% or more graduates enroll in post-secondary education. 50% of <u>Increase in the percent of</u> graduating students receiving an industry certification, <u>state</u> licenses, or successful national occupational <u>assessment credentials.</u> Increased attendance rate for graduating cohort. 30% of the graduating cohort, receiving a pass-advanced score on ECO reading or math. <u>Increase in the percent of students enrolled in one or more advanced placement or dual enrollment courses.</u> <u>Increase in the percent of students earning an Advanced Studies Diploma.</u> <u>Increase in the percent of high school students earning advanced proficient scores in English reading, English writing, and Algebra II.</u> <u>Increase in the percent of students who graduate from high school having taken calculus, chemistry, and physics.</u>
Colonial Beach City	Colonial Beach High	No changes
Craig County	Craig County High	No changes
Danville City	Galileo Magnet High	No changes
Highland County	Highland High	No changes
Richmond City	Franklin Military Academy	95% <u>90%</u> or more graduates enroll in postsecondary education, join the military, or obtain a full time job. Increase <u>yearly</u> the percent of career and technical certifications, state licenses, or successful national occupational assessments. Increase <u>yearly</u> the percent of students earning advanced studies diplomas. Increase <u>yearly</u> the percent of students scoring pass advanced on the English SOL assessments.
Richmond City	Open High	95% <u>90%</u> or more graduates enroll in postsecondary education, join the military, or obtain a full time job. 90% <u>85%</u> or more graduates earning Advanced Studies Diplomas. 70% <u>60%</u> or more graduates enrolled in advanced placement and/or dual enrollment classes.
Richmond City	Richmond Community High	95% <u>90%</u> or more graduates enroll in post-secondary education, join the military, or obtain a

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	Changes in the Description of the Additional Criteria from the 2014 Proposed Waiver (One point each added to the base GCI)
		full time job. 65%60% or more graduates enrolled in advanced placement and/ or dual enrollment classes. 65%50% of graduates have taken Calculus, Chemistry and Physics.
Scott County	Twin Springs High	GCI bonus for 80% increasing the percentage of students graduating with an Advanced <u>or Standard</u> diploma.
York County	York River Academy	No changes

Dr. Edward Newsome Jr., division superintendent, Danville City Public Schools, was recognized.

Dr. Baysal made a motion to waive first review and approve the alternative accreditation plans from the eight (8) school divisions as presented for the accreditation cycles beginning in 2014-15 through 2016-2017. The motion was seconded by Mrs. Wodiska and carried unanimously.

First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day (Year-Round Schools) for Petersburg City Public Schools' Peabody Middle School and A. P. Hill Elementary School

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Her presentation included the following:

- Section ~~22.1-79.1~~ of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
 1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
 2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- Petersburg City Public Schools (PCPS) is basing its waiver request on the desire to implement an innovative year-round program at two schools. In FY 2013-2014, the school system received a planning grant to pursue development of year-round schools in the division; through the resulting planning effort, PCPS undertook a number of significant activities to prepare for implementation of the year-round school model.
- As the first planning grant recipient to pursue implementation of the year-round model, PCPS has selected two schools to begin the approach in the 2014-2015 school year, Peabody Middle School and A.P. Hill Elementary School. The PCPS School Board approved these two schools to operate as year-round schools at its November 6, 2013 meeting.
- The school system is requesting this waiver as part of its work to reach full state accreditation and meet federal annual measurable objectives and implement the division's corrective action plan approved by the Virginia Board of Education on October 24, 2013. In addition, the year-round school decision has been informed by the findings of the 2012 Joint Legislative Audit and Review Commission's (JLARC) *Review of Year-Round Schools*. (<http://jlarc.virginia.gov/reports/Rpt430.pdf>)

Stated benefits of the year-round approach and need for a Pre-Labor Day opening

- Key JLARC findings about year-round schools informing this innovative program include:
 - ✓ In the "single track" year-round calendar model, intersessions are used to provide the opportunity for additional instruction, and student learning loss is reduced by having a shorter summer break.
 - ✓ Black students were more likely to improve their Standards of Learning (SOL) test scores at a faster rate and were more likely to score higher than predicted on 2009 SOL tests than their peers at traditional calendar schools.
 - ✓ Certain school divisions may want to consider year-round schools as one method to improve student achievement, particularly those with high percentages of the student groups that appear to benefit from year-round school: black, Hispanic, economically disadvantaged, and limited English proficient students.
- PCPS has undertaken many reforms with the assistance of VDOE and other strategic partners, including restructuring both schools using the lead turnaround model (at the middle school in 2010 and A.P. Hill in 2011), reconfiguring grades at the middle school in 2008-2009 (it now houses grades 6 and 7 only), installing new leadership at the school and division levels, participating in principal evaluation pilots and teacher evaluation training in 2013, implementing Division Corrective Action Plans in 2009-2010 and 2013, and more. However, these efforts, within the traditional school year approach, have not yielded desired student outcomes, particularly for the selected schools. The target schools were the only PCPS schools denied accreditation in the 2013-2014 school year and Peabody Middle has been denied accreditation in consecutive school years since 2009-2010.

- Through the year-round approach, PCPS will use theme-based intersessions with integrated content instruction to provide extended learning opportunities for both students needing acceleration and students in need of remediation; the intersessions will also serve families needing assistance to support their students' learning goals and progress. The innovative year-round program will reflect the school-level targets in the corrective action plan with a focus on several areas: student achievement, student behavior and attendance, staff/teacher participation and parent/community involvement.
- Petersburg City Public Schools indicates that the year-round calendar with planned intersessions necessitates a pre-Labor Day opening. The timing and placement of the intersessions is designed to prevent learning loss and provide additional and deeper instruction beyond the traditional school calendar. The two schools will start August 4, 2014 with 200 days including 20 additional intersession days that will be mandatory for students. The year-round calendar (attached) offers instructional days in every month except July and adds three intersession periods in October, January, and March.
- The 2012 JLARC Review of Year-Round Schools also noted that educational best practices influence achievement as much as, if not more than, the school calendar. The review cited strong and stable principal leadership, data-driven assessment, and an effective teaching staff as at least equally important factors. To that end, the PCPS three-year Corrective Action Plan for 2013-2016 includes: the ongoing use of data to continually assess program goals, a priority for strong and consistent leadership throughout the division, and a detailed focus on quality instruction through professional development on effective teaching practices; reviews of lesson plans, pacing guides, and curriculum frameworks; revised recruitment and interview processes; incentives for quality personnel and master teachers; and support systems for new teachers. Thus, the implementation of a year-round school concept is a complementary component in the three-year comprehensive plan, reflecting the full scope of the JLARC findings.

The Board's discussion included:

- Mr. Dillard asked about the JLARC study. Mrs. Wescott said Virginia has had year-round schools for a number of years and JLARC looked at Department of Education information surveyed on those school divisions, and researched studies from other states with year-round schools. Mrs. Wescott said there are currently year-round schools in Fairfax, Danville, and Virginia Beach.
- Mrs. Wodiska indicated Petersburg has done a great job and they have her full support.
- Mrs. Edwards thanked Petersburg for a job well done engaging the community. Mrs. Edwards asked Dr. Melvin to introduce the team from Petersburg. Dr. Melvin introduced the following: Stephanie Bassett, assistant superintendent, Annie Harman, chief academic officer assigned by the Department of Education, Dr. Shawnrell Blackwell, supervisor of federal programs, Nicole Bell, director of communications, and Kenneth Pritchard, chairman of the school board. Mr. Pritchard thanked the state board for their visits and assistance on behalf of the Petersburg School Board.
- Dr. Cannaday asked Petersburg to provide regular updates on student progress and how Petersburg will support teachers over the longer school year.
- Mrs. Sears said she supports year-round schools because students are less likely to lose learned information over the summer break.
- Mr. Dillard asked if teachers' pay was based on a per day basis. Dr. Melvin said teachers will receive an additional month of salary.
- Mrs. Atkinson congratulated Petersburg and encouraged them to keep up the good work.
- Mr. Dillard asked about Petersburg's composite index.

- Mr. Braunlich acknowledged a petition with fifteen signatures requesting year-round schools in all Petersburg schools, not just two schools.
- Mr. Braunlich requested Petersburg to keep detailed data on student accomplishments before and after the year-round school program.
- Dr. Wright said she is proud of the accomplishments of Petersburg Public Schools and commended them for their work.

The Board waived first review and approved the request from Petersburg City Public Schools for an innovative program, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*. The motion was seconded and carried unanimously.

First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day for Pittsylvania County Public Schools STEM Academy and Academy for Engineering and Technology (AET)

Mrs. Anne Wescott presented this item. Mr. James McDaniel, superintendent, represented Pittsylvania County Public Schools. Mrs. Westcott's presentation included the following:

- Section [22.1-79.1](#) of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
 5. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
 6. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
 7. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or

8. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- For the 2013-2014 school year, 57 school divisions have a waiver for weather-related reasons, six have dependent programs, ten are entirely surrounded by a school division that has an opening date prior to Labor Day, three school divisions have one or more schools with waivers because they are year-round schools, and two school divisions have waivers for innovative or experimental programs that are not year-round schools. Pittsylvania County Public Schools has had a weather-related waiver for many years.
- However, some of the school divisions that have a weather-related waiver, including Pittsylvania County, may be in jeopardy of losing their waivers. The 2012 General Assembly added language in the Appropriation Act to maintain current waivers, and the 2013 General Assembly extended the waiver through the 2013-2014 school year. The Governor's 2014-2016 Budget Bill – which was not approved by the General Assembly prior to adjournment sine die on March 8, 2014, and will be the subject of a Special Session of the General Assembly that will convene on March 24, 2014, – would extend the waiver for two additional years. Item 136.A.17 of HB 30 and SB 30 provides:

To provide additional flexibility, notwithstanding the provisions of § 22.1-79.1 of the Code of Virginia, any school division that was granted a waiver regarding the opening date of the school year for the 2011-12 school year under the good cause requirements shall continue to be granted a waiver for the 2014-15 school year and the 2015-16 school year.

- Pittsylvania County Schools is basing its waiver request on two innovative programs – the Science, Technology, Engineering and Mathematics (STEM) Academy and the Academy for Engineering and Technology (AET). Stated goals of the STEM Academy include:
 - ✓ Implement a rigorous core curriculum;
 - ✓ Introduce innovative technologies;
 - ✓ Support opportunities for distance learning;
 - ✓ Define college and career readiness performance expectations;
 - ✓ Inspire exploration and study;
 - ✓ Encourage problem-based instruction and learning;
 - ✓ Provide an ever-growing, well-trained regional work force; and
 - ✓ Promote students' engagement and higher-level thinking by providing a technology-rich learning environment designed to promote 21st century skills.

Elementary Schools (10) and Middle Schools (4)

- In its waiver request, Pittsylvania County Public Schools (PCS) does not include a proposed school year calendar but indicates an opening date of August 11, 2014. PCS describes a central Science, Technology, Engineering and Mathematics (STEM) Academy that the school system will open in the fall of 2014 and indicates that the Academy will begin serving all students in grades five, seven and nine, with the intention that at least one grade level will be added each year until all grades are participating. This central STEM Academy, which PCS describes as an innovative program, will serve all 18 elementary, middle and high schools in Pittsylvania County. A STEM Mobile Learning Lab will offer activities outside the Academy site.
- PCS indicates that Danville Community College will provide professors in the science and technology department to teach and work with students at the elementary and middle school level (in addition to what is now provided at the high school level.) The waiver request states that it will be “essential to begin all schools prior to Labor Day to utilize the teachers and students, already on a pre-Labor Day schedule, in the elementary and middle school setting.” PCS further indicates that buses are shared between all middle and high schools and, in some regions of the county, elementary schools, and that the cost and burden to run separate calendars would be “insurmountable” for the division with respect to transportation.

- Finally, while PSC's stated goal is to expand participation in the STEM program by one grade per year, during the 2014-2015 school year applicable to this waiver request, only fifth-, seventh- and ninth-grade students will be eligible to participate.

High Schools (4)

- In its waiver request, PCS includes a letter of support from the vice president of academic and student services at Danville Community College (DCC). According to the letter, in the Fall 2013 semester, 821 students were enrolled through DCC in 77 dual enrollment classes at the four Pittsylvania County high schools and the Pittsylvania County Career and Technical Education Center (CTEC). In addition, a new DCC program – Precision Machining – is being taught at the CTEC. In its letter, DCC indicates that a “close following of the college semester schedules, that includes a pre-Labor Day beginning, facilitates grade processing for dual enrollment students.” In August 2013, PCS will begin the Academy for Engineering and Technology (AET) with numerous regional partners, including DCC and Virginia State University, that open prior to Labor Day. In the letter of support, DCC indicates that it is “essential that the PCS schedule follow the academic calendar of the post-secondary partners for the courses to have the necessary content and contact hours.”

Mr. McDaniel gave a brief overview of the program.

The Board's discussion included:

- Dr. Baysal congratulated Pittsylvania for its programs, especially given the economic situation in the region.
- Mr. Ko asked for clarification about adding one grade per year. Mr. McDaniel said implementation will start with grades 5, 7, and 9 the first year, grades 6, 8, and 10 the second year and grade 10 will feed into the governor's school program. Mr. McDaniel said a mobile STEM lab will be provided for K-4 students to introduce them to the STEM program at an early age.
- Mr. Dillard asked how computer science is included in the program. Mr. McDaniel said a laboratory will be constructed using grant funding to provide the latest technology for students.
- Dr. Cannaday asked if there will be a report to catalog student outcomes and interest. Mr. McDaniel said an accountability report is incorporated into the grant.
- Mrs. Wodiska said this is an example of executing what we know about research and best practices on how to align education, higher education, and economic development together. Mrs. Wodiska said she is excited about this opportunity for students and economic development.
- Mr. Ko and Mr. Braunlich suggested Pittsylvania County look at previous Labor Day waiver applications and the video discussions to strengthen points in their application.
- Dr. Baysal asked about the qualifications of instructors teaching the Engineering courses. Mr. McDaniel said instructors will be provided by Virginia State University and will meet licensure requirements.
- Dr. Baysal suggested Pittsylvania County contact the Virginia Manufacturers Association and the American Counselors on Engineering because they both have vested interest in what they are doing.
- Dr. Wright said the Board will have to decide if the program is dependent on opening before Labor Day and asked that Pittsylvania be specific regarding their dependency

on opening before Labor Day in their application.

- Dr. Baysal asked if Pittsylvania will rely on college professors to teach courses. Mr. McDaniel said Danville Community College will provide some professors to provide instruction and that is part of the dependency on opening prior to Labor Day. There will also be high school teachers, employed by the division, who teach dual enrollment courses. Dr. Baysal noted that Danville Community College opens before Labor Day, so there is some dependency on the school opening prior to Labor Day as well.
- Mrs. Sears asked for the application to include when the professors will begin.
- Dr. Cannaday asked what commitments were made to receive the grant. Mr. McDaniel said they went through a rigorous process with emphasis on securing partners to work with them. Dr. Cannaday asked if the grant proposal included a pre Labor Day condition for implementing the program. Mr. McDaniel said it did not. Dr. Cannaday asked if the program will continue in the event that the case for dependency cannot be made. Mr. McDaniel indicated it was the intention to open the program in the fall.

The Board accepted first review the request for approval of an innovative program opening prior to Labor Day for Pittsylvania County Public Schools STEM Academy and Academy for Engineering and Technology (AET).

First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day for Martinsville City Public Schools

Mrs. Anne Wescott presented this item. Mrs. Pamela Heath, superintendent, and Mrs. Anglee Downing, assistant superintendent, represented Martinsville City Public Schools. Ms. Westcott's presentation included the following:

- Section [22.1-79.1](#) of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
 9. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
 10. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;

11. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
12. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- For the 2013-2014 school year, 57 school divisions have a waiver for weather-related reasons; six have dependent programs; ten are entirely surrounded by a school division that has an opening date prior to Labor Day; three school divisions have one or more schools with waivers because they are year-round schools; and two school divisions have waivers for innovative or experimental programs that are not year-round schools. Martinsville City Public Schools (MCPS) meets the requirement for Option 4 as it is surrounded by Henry County which has a weather-related waiver.
- The 2012 General Assembly added language to the Appropriation Act to maintain current waivers, and the 2013 General Assembly extended the waiver through the 2013-2014 school year. The Governor's 2014-2016 Budget Bill would extend the waiver for two additional years. Item 136.A.17 of HB 30 and SB 30 says:

To provide additional flexibility, notwithstanding the provisions of § 22.1-79.1 of the Code of Virginia, any school division that was granted a waiver regarding the opening date of the school year for the 2011-12 school year under the good cause requirements shall continue to be granted a waiver for the 2014-15 school year and the 2015-2016 school year.

- The Martinsville City School Board is requesting approval of an innovative program for Clearview Early Childhood Center, Albert Harris Elementary School, Patrick Henry Elementary School, Martinsville Middle School, and Martinsville High School. Approval of this request would permit all of these schools to open prior to Labor Day. In order to provide the maximum educational benefit for students, it is important that all of these schools operate on the same calendar.
- Martinsville City Public Schools (MCPS) is a small, rural school division consisting of Martinsville High School (9-12), Martinsville Middle School (6-8), Patrick Henry Elementary School (K-5), Albert Harris Elementary School (K-5), and Clearview Early Childhood Center (PK). The most recent data shows Martinsville as having 27% of its residents living in poverty. The median household income for Martinsville is \$29,701. Of the 2,286 children enrolled in MCPS, 75% or 1,715 receive free or reduced meal prices. As to residents living in poverty, Martinsville ranks 130 (the fifth highest) out of 134 localities in Virginia.
- Since May 2007, Martinsville City has led the state in unemployment for all but two months. As of November 2013, Martinsville had an unemployment rate of 13.7% as compared to the state rate of 5%. The two largest industries are services (education, healthcare, etc.) at 44.7% and manufacturing at 22.4%. Due to loss of furniture and textile manufacturing, Martinsville suffered an economic crisis from which it is slowly recovering. The Martinsville-Henry County Economic Development Corporation (EDC) has worked to create new jobs and opportunities and support and develop local industries. However, that is just one piece of the focus for this organization. Because the area was previously supported by the many manufacturing jobs in the area, college attendance was not part of the culture for many families in the area.
- Starting in April 2012, MCPS leaders began working collaboratively with leaders from the Harvest Foundation, Patrick Henry Community College, New College Institute, Henry County Public Schools, and the EDC. Through the committee's work, it has been determined that there are growing demands in the

areas of advanced manufacturing (engineering), information technology, and health care. To address these needs, these organizations have collaborated to develop the MHC STEM Pipeline Initiative.

- The MHC STEM Pipeline Initiative is an innovative program with research-based, positive student outcomes at each program level that will have short-term and long-term positive economics for the community. For Clearview Early Childhood Center, the anticipated outcome is an increase in the students' number sense upon entering kindergarten. With the free and reduced lunch rate at Clearview at 96%, Albert Harris Elementary at 96%, and Patrick Henry Elementary at 64%, the mathematics achievement gap as related to socioeconomic status is of particular concern. For Albert Harris Elementary and Patrick Henry Elementary Schools, the expected outcomes are the development of critical thinking and problem solving skills while strengthening mathematics and science skills through application in STEM inquiry-based/project-based learning, improved student performance on Standards of Learning (SOL) mathematics and science assessments, increased student knowledge and interest in STEM disciplines, and increased parent and student awareness of post secondary education opportunities. For Martinsville Middle School, the expected outcomes are to continue developing critical thinking and problem solving skills, as well as communication and collaboration skills. In terms of student performance, the outcomes are to improve student performance on the SOL mathematics assessments as well as increase the number of students receiving verified credits in Algebra I and geometry in middle school. Expected outcomes for high school students include those related to increasing the number of students earning Associates Degrees while in high school, developing critical thinking and problem solving skills as well as communication and collaboration skills, improving student performance on SOL mathematics and science assessments, and increasing the number of students receiving credits in Algebra II.
- Currently 54% of MCPS graduates plan to attend four-year colleges and 18% plan to attend two-year programs. One of the program goals is to facilitate an increase in both categories.
- Opening prior to Labor Day in order to align with college schedules is essential in maintaining dual enrollment course offerings and STEM Pipeline activities at all levels of schooling. Through collaboration with Patrick Henry Community College, the New Community College, and Virginia State University, Martinsville Public Schools reports that it has a very successful dual enrollment program. In its application, it also indicated that it is important that the academic year closely align with the colleges and Henry County academic year schedules since the dual enrollment programs involve sharing of faculty and on-site courses from Patrick Henry Community College, the New Community College, and Virginia State University. A Pre-Labor Day opening allows fall SOL testing which eliminates the need for remediation and review after an extended break. In addition, with limited funding and resources, many of the families benefit economically from the dual enrollment option. At the middle and elementary school levels, the alignment of schedules is also crucial for continuation of the initiative. Starting after Labor Day would cause one quarter of the school division's middle school students to be denied equal access to the expanded K-8 Science, Engineering, and Math Aerospace Academy in partnership with Virginia State University due to the nine-week rotation schedule of the middle school exploratory wheel. It would also push the end of the school year into June and limit the access to college facilities and faculty, as well as limit summer programs.
- For the innovative PK-12 robotics program and the grades 4-12 FIRST Robotics Competition (FRC), a start date prior to Labor Day is essential. The start date for competition season preparation which is set by the international FIRST organization is in August with competitions in November. It is during this time that students learn the skills of critical thinking, problem solving, communication, and collaboration. Starting after Labor Day limits the amount of instructional time students will spend developing these skills. As the mathematics performance data is showing that this program has a positive impact on student performance in mathematics, all students should have access to this curriculum.

Mrs. Heath gave a brief overview of the program.

The Board's discussion included:

- Mrs. Sears asked how the program uses Virtual Virginia. Mrs. Downing said Virtual Virginia is used at the high school for Economics and Personal Finance and also allows students to take courses online not provided at the school.
- Mrs. Wodiska said she personally experienced the technology gap and saw how it impacts the delivery of instruction during her visit to Martinsville. Mrs. Wodiska said she was thrilled to see the application given the economic hardship and the transition the community is going through.
- Mr. Ko suggested Martinsville review previous Labor Day waiver applications and video discussions as the Board is limited to what it can approve.
- Dr. Cannaday said Martinsville needs to show why the program is dependent on opening prior to Labor Day.
- Dr. Baysal congratulated Martinsville on their robotics program, as it integrates 21st Century skills and appeals to the imagination of students. Dr. Baysal noted his agreement with his colleagues in that Martinsville needs to make a clear case for why the program should begin before Labor Day.
- Mrs. Sears asked about Internet access in region. Mrs. Heath noted some families can not afford to purchase the equipment for high speed Internet. Mrs. Heath said students are allowed to use cell phones for instructional purposes at school. Mrs. Downing added that Martinsville also participates in a grant which allows for the purchase of devices for students and subsidizes Internet cost at home.
- Mr. Ko recommended a nonprofit organization, everyoneon.org, which provides free or low cost Internet to families.
- Dr. Baysal said a lack of equipment for high speed Internet is challenging, and areas like Martinsville are impacted more than other school divisions.
- Mr. Braunlich noted his support for local flexibility, but the General Assembly has been prescriptive regarding when schools can begin. He noted the argument in the General Assembly has been economic development. Mr. Braunlich suggested that local businesses be engaged in the process.
- Mr. Dillard asked if Martinsville testified at the General Assembly during the Labor Day discussions because the General Assembly needs a better understanding of the impacts to the local economy and the ability of school divisions to educate students. Mrs. Heath said she has testified before the General Assembly.

The Board accepted for first review Martinsville City Public Schools' request for a waiver to open school prior to Labor Day.

First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day for Danville City Public Schools Academy for Engineering and Technology (AET)

Mrs. Wescott presented this item. Dr. Edward Newsome, Jr., superintendent, represented Danville City Public Schools. Mrs. Westcott's presentation included the following:

- Section [22.1-79.1](#) of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. The provision that permits

the Board to approve a waiver for an experimental or innovative program may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
13. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
 14. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;
 15. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or
 16. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

- For the 2013-2014 school year, 57 school divisions have a waiver for weather-related reasons, six have dependent programs, ten (including Danville City) are entirely surrounded by a school division that has an opening date prior to Labor Day, three school divisions have one or more schools with waivers because they are year-round schools, and two school divisions have waiver for innovative or experimental programs that are not year-round schools. Danville City Schools has had a pre-Labor Day waiver for many years because it is surrounded by a school division – Pittsylvania County – that has a weather-related waiver. In such instances, *Virginia Code § 22.1-79.1 (B)(4)* permits a school division to open its schools on the same opening date as the surrounding school division.
- However, some of the school divisions that have a weather-related waiver, including Pittsylvania County (and, therefore, Danville City), may be in jeopardy of losing their waivers. The 2012 General Assembly added language in the Appropriation Act to maintain current waivers, and the 2013 General Assembly extended the waiver through the 2013-2014 school year. The Governor's 2014-2016 Budget Bill – which was not approved by the General Assembly prior to adjournment sine die on March 8, 2014, and will be the subject of a Special Session of the General Assembly that will convene on March 24, 2014, – would extend the waiver for two additional years. Item 136.A.17 of HB 30 and SB 30 provides:

To provide additional flexibility, notwithstanding the provisions of § 22.1-79.1 of the Code of Virginia, any school division that was granted a waiver regarding the opening date of the school year for the 2011-12 school year under the good cause requirements shall continue to be granted a waiver for the 2014-15 school year and the 2015-16 school year.

- Danville City Schools is basing its waiver request on an innovative program – the Academy for Engineering and Technology (AET). Stated benefits of the AET program include:
 - ✓ The opportunity to earn college credits in engineering and technology;
 - ✓ Credits may transfer to other ABET-accredited universities, saving up to \$8,000;
 - ✓ Gain valuable knowledge and experience in careers for which employers are hiring;
 - ✓ Opportunities for a paid internship within the fields of engineering and technology;
 - ✓ Earn up to \$2,000: ELITE (Experiential Learning in Technology & Engineering) internships (\$1,500) and/or Industry Fundamentals (\$500);
 - ✓ Explore various engineering and technology career paths;
 - ✓ Experience state-of-the-art engineering and technology within advanced manufacturing;
 - ✓ Connect with a world-class industry for potential long-term employment; and
 - ✓ Gain marketable work skills for college and/or employment upon high school graduation.

Elementary Schools (6); Middle Schools (2); and High Schools (2)

- The Pre-K, elementary, middle and high schools will provide summer enrichment camps and summer school during the 2014-2015 school year. Students participating in the summer enrichment opportunities will begin classes in June and end classes in July. In its waiver request, Danville City Schools indicates that students will benefit from the additional academic support as well as the opportunity to prevent summer reading loss. Danville lists the following benefits associated with summer enrichment:
 - ✓ Literacy and Math Enrichment
 - ✓ Credit Recovery
 - ✓ Graduation Requirements
 - ✓ Early Learning Opportunity
 - ✓ Ninth Grade Transition Preparation

High Schools Only

- The AET program is offered through a partnership between Virginia State University (VSU) and the New College Institute (NCI) to students from the Danville, Martinsville and Henry County school divisions. Rising juniors enrolled in the AET program will have the opportunity to choose between two tracks of study: engineering or technology. Danville Public Schools seeks to offer the following to students:
 - ✓ Dual enrollment opportunities for students with local colleges and universities;
 - ✓ Career exploration and collaboration and programs between middle and high schools;
 - ✓ Instructional collaboration and internship participation with Danville Community College;
 - ✓ Student internships with Danville Regional Medical Center;
 - ✓ Alignment with school year calendars in Pittsylvania County, Henry County and Martinsville City public school divisions; and
 - ✓ Participation in the NASA program in Martinsville City Schools.
- In its waiver request, Danville City Schools indicates that schools will benefit from a pre-Labor Day opening because they will be able to begin their coursework early, and, at the end of the school year, they will have the opportunity to become gainfully employed in internships with partnering industries.

Dr. Newsome gave a brief overview of the program.

The Board's discussion included:

- Mr. Braunlich asked Danville to focus on the rationale of why the program needs to start before Labor Day.

The Board accepted for first review the request for approval of an innovative program opening prior to Labor Day for Danville City Schools Academy for Engineering and Technology (AET).

Report on K-12 Legislation Passed by the 2014 General Assembly

Mrs. Susan Williams, director of policy, presented this item. Mrs. Williams' reported on the major K-12 bills passed by the General Assembly, most of which will require action by the Board or will otherwise address the work of the Board. The report included the following:

Report on K-12 Legislation Passed by the 2014 General Assembly

A-F

- HB 1229 (Landes) and SB 324 (Miller) – Delays the implementation of the A-F grading system by two years, to October 1, 2016. The Board can consider (i) the standards of accreditation, (ii) state and federal accountability requirements, (iii) state-mandated assessments, (iv) any alternative assessments developed or approved for use by the relevant local school board, (v) student growth indicators, (vi) student mobility, (vii) the experience and qualifications of school staff, (viii) total cost and funding per pupil, (ix) school safety, and (x) any other factors to produce a full and accurate grade for each public elementary and secondary school in the Commonwealth. By January 1, 2015, the Board shall develop and submit a preliminary plan for an A-to-F school performance grading system to the chairmen of the House Education and Senate Education and Health Committees. The Board shall also determine whether to assign a single letter grade or a series of letter grades to each school. By July 1, 2015, the Board shall provide notice and solicit public comment on the preliminary school performance grading system plan. By December 1, 2015, the Board shall finalize the school performance grading system and make a summary of the system available to the public, and submit a summary of the system to the chairmen of the House Education and Senate Education and Health Committees. By October 1, 2016, and each October 1 thereafter, the Board shall assign a grade or a series of grades to each public school and make such grades available to the public. *[Requires action by the Board of Education.]*

Charter schools

- HB 157 (Minchew) and SB 276 (Favola) – Provides that in the case of the conversion of an existing public school, students who attend the school and the siblings of such students shall be given the opportunity to enroll in advance of the lottery process. The requirement that at least one-half of the public charter schools per division shall be designed for at-risk students shall not apply in cases in which an existing public school is converted into a public charter school that serves the same community as the existing public school, nor shall such public charter school conversions be counted in the determination of school division compliance with the one-half requirement. *[Requires action by the Board of Education: Virginia Charter School Application Process and Application.]*

College partnership laboratory school

- SB 562 (Locke) – Authorizes the school board of a school division that partners with a college partnership laboratory school to charge tuition to students enrolled in the college partnership laboratory school who do not reside within the partnering division.

Child abuse

- HB 683 (Herring) – Requires local departments of social services and local school divisions to develop written interagency agreements for the investigation of all complaints of child abuse or neglect. The bill also requires school divisions to report annually to the Board of Education, and local departments of social services to report annually to the Board of Social Services, regarding the status of interagency agreements until they are adopted and, thereafter, only if the agreement is substantially modified.

CSA, residential facilities

- HB 1110 (Toscano) – Requires a school division to be reimbursed by (i) the school division in which a child's custodial parent or guardian resides or (ii) in the case of a child who has been placed in the custody of the Department of Social Services, the school division in which the parent or guardian who had custody immediately preceding the placement resides, for the costs of educating such child, whether disabled or not, who has been placed, not solely for school purposes, in (a) foster care or other custodial care within the geographical

boundaries of the school division to be reimbursed, or (b) a child-caring institution or group home that is located within the geographical boundaries of the school division to be reimbursed.

CTE/STEM

- HB 887 (Peace) – Requires the Board of Education to develop model criteria and procedures for establishing a jointly operated high school with a career and technical education focus to be recommended to the Governor and the General Assembly for funding as a Governor's Career and Technical Education School. *[Requires action by the Board of Education.]*

GED

- HB 1007 (Byron) – Replaces references to a General Education Development (GED) program or test throughout the *Code* with "a high school equivalency examination approved by the Board of Education."

Local school boards

- HB 307 (Lingamfelter) – Permits local school boards to provide after-school hunter safety education programs for students in the school division in grades seven through 12. The bill also requires local school boards that provide such programs to display information on the programs in each school and distribute information to the parents of each student in the school division in grades seven through 12.
- HB 484 (Kory) – Requires each school board to (i) develop and implement a policy to prohibit the use of electronic cigarettes on a school bus, on school property, or at a school-sponsored activity and (ii) include in its code of student conduct a prohibition against possessing electronic cigarettes on a school bus, on school property, or at a school-sponsored activity. The bill requires school boards to update their policies and codes of student conduct by July 1, 2015. *[Requires action by the Board of Education: Student Conduct Policy Guidelines.]*
- HB 720 (McClellan) – Requires each local school board to adopt a policy to set aside, in each school in the school division, a non-restroom location that is shielded from the public view to be designated as an area in which any mother who is employed by the local school board or enrolled as a student may take breaks of reasonable length during the school day to express milk to feed her child until the child reaches the age of one.
- HB 851 (LeMunyon) and SB 570 (Stuart) - Provides that a battery against any full-time or part-time employee of a public or private elementary school who is engaged in the performance of his duties is punishable as a Class 1 misdemeanor and the punishment shall include a sentence of 15 days in jail, two days of which shall be a mandatory minimum sentence. Currently, only a battery against a teacher, principal, assistant principal, or guidance counselor is subject to this enhanced penalty for battery.
- HB 886 (Peace) – Requires the State Council of Higher Education for Virginia to disseminate to each public high school and each institution of higher education in the Commonwealth for which the Council has student-level data a link on its website to certain published postsecondary education and employment data. The bill requires each institution of higher education to publish the link on its website and each local school board to provide annual notice on its website to each enrolled high school student and his parents about the availability of such data.
- HB 1242 (O'Quinn) – Requires the tie breaker of any elected school board to be elected in the same manner as the members of the school board. Currently tie breakers for elected school boards are appointed by the school board.

Religious viewpoint

- SB 236 (Carrico) – Codifies the right of students to (i) voluntarily pray or engage in religious activities or religious expression before, during, and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression; (ii) organize prayer groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings before, during, and after school to the same extent that

students are permitted to organize other activities and groups; and (iii) wear clothing, accessories, or jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories, and jewelry are permitted. The bill also requires each school division to adopt a policy to permit a student speaker to express a religious viewpoint at any school event at which a student is permitted to publicly speak. The policy shall declare each such school event to be a limited public forum, provide a neutral method for the selection of student speakers, and require each school principal to provide a disclaimer in advance of each such school event that the school division does not endorse any religious viewpoint that may be expressed by student speakers. *[Requires action by the Board of Education and the Office of the Attorney General of Virginia: Guidelines Concerning Religious Activity in the Public Schools.]*

SOL instruction, textbooks

- HB 197 (Landes) – Requires teachers to ensure that all supplementary written materials used to teach the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights contain accurate restatements of the principles contained in these documents and directs the Board of Education to develop guidelines for such supplementary written materials used by teachers. *[Requires action by the Board of Education.]*
- HB 925 (Greason) and SB 554 (Marsden) – Allows community colleges to offer courses required to become driver education instructors. The bill requires that VDOE provide the curriculum, content, and other information regarding the courses required to become certified driver education instructors in Virginia to any community college within the Virginia Community College System.
- HB 1054 (Loupassi) – Provides that, in establishing course and credit requirements for a high school diploma, the Board of Education shall consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The bill also requires the Board to develop guidelines addressing how computer science courses can satisfy graduation requirements. *[Requires action by the Board of Education.]*
- SB 2 (Marsden) – Requires all textbooks approved by the Board of Education after July 1, 2014, to note that the Sea of Japan is also referred to as the East Sea. A second enactment clause provides that this requirement does not apply to textbooks approved prior to July 1, 2014. *[Requires action by the Board of Education and VDOE: Virginia's Textbook Review Process]*

SOL tests – reducing the number of tests

- HB 930 (Greason) and SB 306 (Deeds) – Provides that the number and type of Standards of Learning assessments shall not exceed 17 specified assessments in grades three through eight: reading and mathematics in grades three through eight; science in grades five and eight; writing in grade eight; and Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board. There are no changes to the Standards of Learning end-of-course assessments. The bill requires each local school board to certify that it has provided instruction and administered an alternative assessment, in conformance with Board guidelines, for each subject area in which the Standards of Learning assessment was not administered. The bill requires that such guidelines (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments. Finally, the bill requires the Secretary of Education to establish the Standards of Learning Innovation Committee to review the Standards of Learning and assessments periodically. *[Requires action by the Board of Education.]*
- SB 270 (Miller) – Directs the Board of Education to require only mathematics and English reading Standards of Learning assessments for third graders. *[Requires action by the Board of Education.]*

Special education

- HB 1106 – Requires the Virginia Commission on Youth, in consultation with the Department of Education and the Department of Behavioral Health and Developmental Services, to review statewide policies and regulations related to seclusion and restraint in public and private elementary and secondary schools and methods used in other states to reduce and eliminate the use of seclusion and restraint in public and private elementary and secondary schools, and to submit its recommendations to the General Assembly by November 30, 2014.
[Requires action by VDOE.]

Student disciplinary actions, bullying

- HB 198 (Landes), HB 752 (Rust) and SB 441 (Garrett) – Clarifies that students who have committed certain weapons or drugs offenses are not required to be expelled regardless of the facts of the particular situation.
[Requires action by the Board of Education: Student Conduct Policy Guidelines.]
- HB 751 (Rust) - Permits the school board or a school administrator, pursuant to school board policy, to determine that special circumstances exist and assign no disciplinary action or another action as an alternative to expulsion when a student is determined to have brought a controlled substance, imitation controlled substance, marijuana or synthetic cannabinoids onto school property or to a school-sponsored activity. *[Requires action by the Board of Education: Student Conduct Policy Guidelines.]*
- HB 1187 (McClellan) – Requires the Virginia Center for School Safety to use the definition of bullying found in § 22.1-276.01 of the *Code of Virginia* for purposes of training on evidence-based antibullying tactics and providing information to school divisions regarding school safety concerns.
- SB 448 (Norment) – Requires the policies of any public school or public institution of higher education regarding hazing to be consistent with model policies established by the Department of Education or the State Council of Higher Education for Virginia, as applicable, and directs such agencies to establish such model policies with the Department of Criminal Justice Services. *[Requires action by VDOE.]*

Student health

- HB 134 (Cole) and SB 532 (Stuart) – Permits students to self-carry diabetes supplies and equipment, with the authorization of the physician and consent of the parents. Requires VDOE to update its *Manual for Training Public School Employees in the Administration of Insulin and Glucagon*. *[Requires action by VDOE.]*
- HB 410 (Anderson) and SB 172 (Stuart) – Requires each non-interscholastic youth sports program utilizing public school property to (i) establish policies and procedures regarding the identification and handling of suspected concussions in student-athletes, consistent with either the local school division's policies and procedures or the Board's *Guidelines for Policies on Concussions in Student-Athletes*, or (ii) follow the local school division's policies and procedures regarding the identification and handling of suspected concussions in student-athletes. The bill also requires that additional information about the student athlete's academic performance be added to the Board's guidelines. *[Requires action by the Board of Education: Guidelines for Policies on Concussions in Student-Athletes.]*
- HB 1031 (Orrock) – Updates immunization requirements for children.
- HB 1096 (Filler-Corn) – Requires the Board of Education to amend its guidelines for school division policies and procedures on concussions in student-athletes to include a "Return to Learn Protocol." *[Requires action by the Board of Education: Guidelines for Policies on Concussions in Student-Athletes.]*
- SB 624 (Newman) – Provides that an employee of a school board or of a local health department approved by the local governing body to provide health services who, while on school property or at a school-sponsored event, (i) renders emergency care or assistance to any sick or injured person; (ii) renders or administers emergency cardiopulmonary resuscitation (CPR); cardiac defibrillation, including, but not limited to, the use of an automated external defibrillator (AED); or other emergency life-sustaining or resuscitative treatments or procedures that have been approved by the State Board of Health to any sick or injured person; (iii) operates an

AED, trains individuals to be operators of AEDs, or orders AEDs; or (iv) maintains an AED, shall not be liable for civil damages for ordinary negligence in acts or omissions on the part of such employee while engaged in the acts described in this subdivision.

Student privacy/FERPA

- HB 449 (R. Bell) – Prohibits a member or employee of a local school board or the Department of Education from transmitting personally identifiable information from a student's record to a federal government agency or an authorized representative of such agency, except as required by federal law or regulation. *[Requires action by the Board of Education: Management of the Student's Scholastic Record in the Public Schools of Virginia, 8VAC20-150-10 et seq.]*

Tax credits

- HB 737 (O'Bannon) – Increases the percentage of persons served by a neighborhood organization and who are low-income from 40% to 50%, for purposes of applying to the Department of Social Services for an allocation of neighborhood assistance tax credits for use by business firms making donations to the neighborhood organization. *[Requires action by VDOE: Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education.]*
- HB 1179 (Hugo) and SB 591 (Barker) – Allows neighborhood organizations to submit the required financial audit, review, or compilation within the 30-day period immediately following any deadline established for the submission of neighborhood organization proposals for tax credits. So long as the proposal was otherwise complete by the deadline, the proposal would be timely filed if the audit, review, or compilation is submitted within such 30-day period. The bill contains an emergency clause. *[Requires action by VDOE: Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education.]*
- SB 269 (Stanley) – Provides that tax credits issued for monetary or marketable securities donations made beginning in taxable year 2014 can be claimed for the taxable year of the donation. Under current law, Education Improvement Scholarships Tax Credits may be first claimed for the taxable year following the taxable year of the donation. *[Requires action by VDOE: Guidelines for the Education Improvement Scholarships Tax Credits Program.]*
- SB 563 (Stosch) – Increases by \$500,000 in fiscal year 2015 and an additional \$500,000 in fiscal year 2016 and each fiscal year thereafter the amount of tax credits that may be issued under the tax credit program for donations supporting education programs and donations supporting other than education programs. Therefore, in fiscal year 2016 and each fiscal year thereafter, \$9 million in tax credits could be issued for donations supporting education programs and \$8 million in tax credits could be issued for donations supporting other than education programs. *[Requires action by VDOE: Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education.]*

Teachers, school personnel

- HB 373 (Anderson) – Removes the Board of Education as a licensing entity for school speech-language pathologists and leaves the Board of Audiology and Speech-Language Pathology as the only licensing entity. The bill puts mechanisms in place for the transition from licensure by the Board of Education to licensure by the Board of Audiology and Speech-Language Pathology. *[Requires action by the Board of Education: Licensure Regulations for School Personnel, 8VAC20-22-10 et seq. Requires action by VDOE: Speech-Language Pathology Services in Schools: Guidelines for Best Practice.]*
- HB 725 (McClellan) – Adds two faculty members from teacher preparation programs to the Advisory Board on Teacher Education and Licensure (ABTEL). *[Requires action by the Board of Education: two additional appointments to ABTEL.]*
- HB 758 (Rust) – Requires every teacher seeking initial licensure with an endorsement in the area of career and technical education to have an industry certification credential in the area in which the teacher seeks

endorsement. *[Requires action by the Board of Education: Licensure Regulations for School Personnel, 8VAC20-22-10 et seq.]*

- HB 926 (Greason) – Clarifies that special education teachers and other school board employees are not required to be licensed as behavior analysts. The bill further provides that the provisions of Va. Code § 54.1-2957.16 are not to be construed as prohibiting or restricting the activities of an individual employed by a school board or by a school for students with disabilities licensed by the Board of Education from providing behavior analysis when such behavior analysis is performed as part of the regular duties of his office or position and he receives no compensation in excess of the compensation he regularly receives for the performance of the duties of his office or position.
- HB 977 (Rust) and SB 43 (Favola) – Extends from five business days to 10 business days the deadline for a teacher to request a hearing after receiving written notice of a recommendation of dismissal. *[Requires action by the Board of Education: Procedure for Adjusting Grievances, 8VAC20-90-70.]*

Virtual schools, online learning

- HB 1086 (D. Bell) – Requires each local school board to provide free and appropriate special education for each student with a disability who attends a full-time virtual school program in the school division but resides in another school division in the Commonwealth. The bill provides that the school division in which the student resides shall (i) be released from the obligation to provide free and appropriate special education for such student and (ii) transfer to the school division in which the student attends a full-time virtual school program state and federal funds for the education of such students. A second enactment clause requires the Board of Education to modify its special education program regulations in accordance with the provisions of this act. *[Requires action by the Board of Education: Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 8VAC20-81-10 et seq.]*
- HB 1115 (Greason) – Permits the Department of Education to contract with one or more local school boards that have created online courses to make such courses available to other school divisions through Virtual Virginia. The bill provides that VDOE shall approve all courses offered through Virtual Virginia, including those made available by local school boards to other school divisions. The bill permits such school divisions to charge a per-student or per-course fee and requires that VDOE approve any such fee schedule before a school board offers online courses through Virtual Virginia. The bill requires the Department to establish the Virtual Learning Advisory Committee to advise the Department on (i) online courses, in-service training, and digital instructional resources that school divisions need to meet the Commonwealth's graduation requirements and (ii) strategic planning to expand blended and online learning opportunities in Virginia's public schools. The bill permits the Department to charge school divisions requesting to offer a course through Virtual Virginia and multidivision online providers an application fee and requires VDOE to establish and publish a fee schedule for this purpose. *[Requires action by VDOE.]*

Commissions, councils, committees

- HB 364 (Anderson) – Re-establishes the Commission on Civics Education, which expired on June 30, 2013. The commission would expire on July 1, 2017. There will be 15 members, including five members of the House of Delegates and three nonlegislative members appointed by the Speaker, and three members of the Senate and three nonlegislative members appointed by the Senate Rules Committee. The Superintendent of Public Instruction or his designee shall serve ex officio with voting privileges. There are enactment clauses providing that no general funds would support the commission, and that the bill would not become effective until nongeneral funds sufficient to support the commission are received. *[Requires action by VDOE.]*

Studies

- HJ 1 (Greason) – Requests the Department of Education (VDOE) to study and make recommendations regarding the feasibility of implementing a Teacher Career Ladder program in the Commonwealth. The resolution requires that VDOE consider and make recommendations regarding (i) the number of levels, or "rungs," in the program; (ii) the various performance markers, including student growth indicators and teacher evaluations, that may be used to assess teacher performance; (iii) the bonus pay and other opportunities that teachers may earn; and (iv)

ways in which the Teacher Career Ladder program can reinforce individualized student growth through high-performing, individualized teaching; (v) the potential fiscal impact of such programs on the state and localities; (vi) the impact of such programs on the competitiveness of teacher pay in Virginia compared to other states; (vii) the impact of career ladders on the hiring and retention of teachers; and (viii) the teacher professional development that may or may not be needed to support a career ladder system. An executive summary and report are due no later than the first day of the 2015 Regular Session of the General Assembly. *[Requires action by VDOE.]*

- HJR 196 (Adams) – Directs the Commission of Youth to study the use of federal, state, and local funds for the public and private educational placements of students with disabilities.
- SR 35 (Barker) – Directs the Senate Committee on Education and Health and the Senate Committee on Finance to study the potential effects of the Commonwealth's mandating full-day kindergarten programs. *[Requires VDOE to provide technical assistance.]*

The Board's discussion included:

Religious Viewpoint (SB 236-Carrico)

- Mrs. Atkinson asked when the *Guidelines Concerning Religious Activity in the Public Schools* were last updated. Dr. Wright said they have been periodically updated as the *Code* dictated but basically it is the original set of guidelines.
- Mr. Dillard asked if there had been mention of the Governor vetoing the bill.

SOL Instruction Textbooks (SB 2-Marsden)

- Mrs. Sears asked if the bill would apply to digitized textbooks. Mrs. Williams said it would apply to all textbooks approved by the Board of Education. Mrs. Williams said it would not apply to textbooks adopted by local school boards.
- Mr. Braunlich asked about if no textbooks refer to the *East Sea*. Mrs. Williams said a number of books currently on the Board-approved list contain references to both seas but there are several that do not.

SOL Tests – reducing the number of tests

- Mrs. Atkinson asked if there was discussion relating to the impact on localities to develop alternative assessments. Mrs. Williams said there was not a lot of discussion on the impact it will have on local school boards.
- Mrs. Sears asked about the role of the Standards of Learning Innovation Committee. Mrs. Williams said the Committee's work is in addition to what the department is doing. Mrs. Williams said the bill specifies a list of stakeholders to be included on the committee. Mrs. Sears asked if the Department will be included. Dr. Wright said the superintendent of public instruction, the state board president, and Secretary of Education will serve as ex officio members. Mr. Braunlich asked if the list included anyone from higher education to serve on the committee. Mrs. Williams said the Senate Committee on Rules has at least one higher education faculty member.
- Mrs. Sears asked if funding was included for the committee's work. Mrs. Williams said there is no approved state budget at the moment and a budget amendment was not included with the bill when it was approved.
- Mr. Braunlich asked if money was reinvested in the development of new exams with

money saved from eliminating SOL tests. Dr. Wright noted that the House's budget took three million dollars a year from the state assessment program, the Senate's budget took funding for Grade 3 SOL tests, and the Governor's budget took \$2.9 million a year from the state assessment program.

- Mrs. Sears asked about the practical applications of eliminating SOL tests. Mrs. Williams said five SOL tests were eliminated by the legislation, and local assessments were added. Mrs. Sears asked about the funding for this exchange. Mrs. Williams said these will be local tests and there was no extra funding to develop guidelines.
- Dr. Wright said the Board's work will be to develop guidelines for local or alternative assessments required of school divisions to administer in lieu of the SOL that were removed. Dr. Wright said the Board must first establish the guidelines so school divisions know what types of assessments they can develop, purchase, and implement. Dr. Wright said school divisions must certify that they have implemented local alternative assessments aligned with the guidelines and they must certify that the instruction has taken place.
- Dr. Baysal asked about the Department's involvement in the legislation. Dr. Wright said she was involved in discussions with patrons after the bill was introduced.
- Mrs. Atkinson noted that state accreditation is based on some of the tests that were removed so the Board will need to look at the accreditation system in addition to developing guidelines.
- Dr. Wright said the original proposal to eliminate high school exams was modified because of the impact on graduation rates. Dr. Wright said she was not included in the discussion to remove the elementary and middle school exams.
- Dr. Cannaday asked about other impacts of the legislation and said the Board needs to ensure that whatever is done will align with students being college and career ready.
- Mrs. Sears asked if local assessments will be included in the Board's Annual Report to the Governor and General Assembly. Dr. Wright said this provision will have to be built into the SOQ compliance report but there is nothing in the bill that requires collection of student results.

DISCUSSION OF CURRENT ISSUES

The Board met for a public dinner on Wednesday, March 26, 2014, at the Commonwealth Park Suites Hotel with the following members present: Mrs. Atkinson, Dr. Baysal, Mr. Braunlich, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mr. Ko, Mrs. Sears, and Mrs. Wodiska. Dr. Patricia Wright, Superintendent of Public Instruction, also attended the meeting. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

PUBLIC HEARING on Proposed Revisions to the Foreign Language Standards of Learning

The following persons spoke during the public hearing:

- Linda Szwabowski
- Val Gooss

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Braunlich adjourned the meeting at 12:55 p.m.

President